

How can educational leadership  
development contribute to the  
implementation of international policies in  
Kazakhstani schools?

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# OUTLINE:

- International policy borrowing and change
- Leadership
- Agents of change
- Teacher voice
- Teachers as leaders
- Professionalism of teacher-leaders
- Suggestions
- Conclusion

# POLICY BORROWING

- Policy implementation is a process of **realisation in practice**.
- Policy enactment is the process of **understanding and documenting** the ways in which **schools actually deal** with the multiple, and sometimes opaque and contradictory policy demands.

(Ball et al., 2012, p.142).

# INTERNATIONAL POLICY IMPLEMENTATION

- Change towards westernisation, or normalisation
- Proper implementation
- Uncritical, decontextualised educational borrowing

(Silova, 2012)

# INTERNATIONAL POLICY IMPLEMENTATION

- Dealing with the local traditions which are against human rights
- Concerns about neo-colonialism

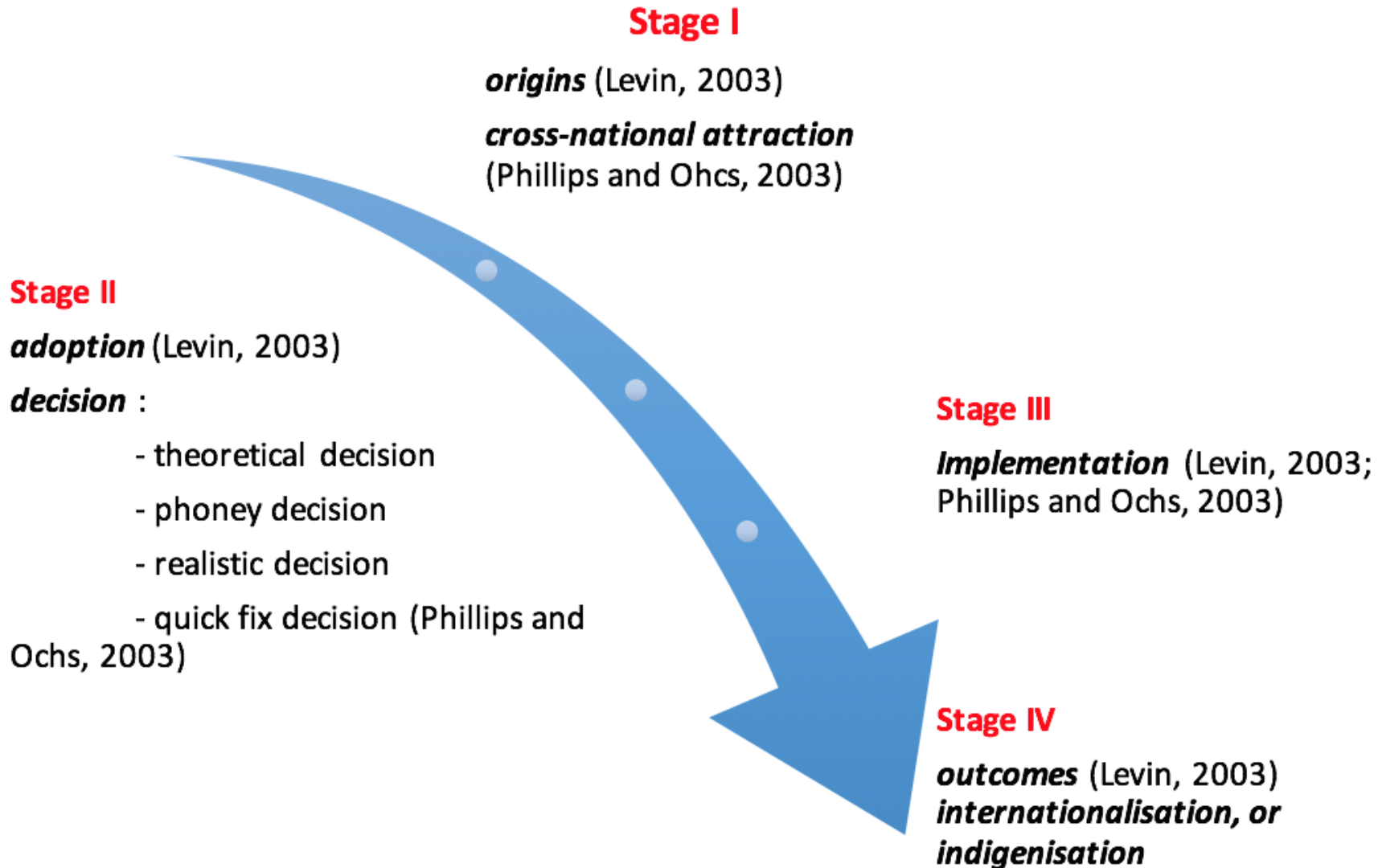
(Bridges, 2014)

# INTERNATIONAL POLICY IMPLEMENTATION

‘It is helpful to think of the international transfer of educational policy and practice as **a form of teaching and learning**’.

(Bridges, 2014, p.95)

# THE PROCESS OF POLICY BORROWING



# E-learning

- Using e-books and Moodle software in a higher educational institutions
- Using e-books in schools
- But shortage of school teachers with adequate ICT competence

(Sapargaliev, 2012)



# The culture



Culture influence the policy

(Levin, 2003)



# The context



Underestimated local context and culture, dangerously seductive and incomplete planning bring to the failure of international policy implementation  
(Fullan, 2001)

# The NIS context and the context of regular schools

- Educational resources: financial support, school equipment, human capital
- Professional development
- School organisation
- School governance and leadership

# List of Ministers of Education of the Republic of Kazakhstan

No	Ministers of Education	Period of administration	Year of policy introduction	School focused policy
1	<u>S.Shayakhmetov</u>	1991-1993		
2	<u>E.Mambetkaziev</u>	autumn, 1993		
3	<u>M.Zhurinov</u>	spring, 1995		
4	<u>I.N.Tasmagambetov</u>	<u>March, 1997</u>	<u>1997</u>	e-learning
5	<u>K.E.Kusherbayev</u>	<u>October, 1997</u>		
6	<u>N.Bekturganov</u>	18.12.2000		
7	<u>S.Berkimbayeva</u>	01.2002		
8	<u>Z.Kulekeyev</u>	14.06. <u>2003</u>	<u>2003</u> <u>2003</u>	<ul style="list-style-type: none"> <li>• UNT</li> <li>• 12-year schooling</li> </ul>
9	<u>B.S.Aitimova</u>	14.12.2004		
10	<u>Z.Tuimebayev</u>	19.01.2007	2008	Establishment of <u>Nazarbaev Intellectual Schools</u>
11	<u>B.Zhumagulov</u>	22.09.2010	2011	Criteria-based assessment
12	<u>A.Sarinzhipov</u>	02.09. <u>2013</u>	<u>2013</u> 2015	<ul style="list-style-type: none"> <li>• Establishment of Centres of Excellence</li> <li>• Performance related pay</li> </ul>
13	<u>E.K.Sagadiev</u>	10.02. <u>2016</u>	01.03. <u>2016</u>	Trilingual policy



# LEADERSHIP

‘Leadership can be defined as providing **vision, direction and support towards** a different and preferred state – suggesting **change**’

(Harris and Muijs, 2005, p.15)

Effective school **leaders** are **key** to large-scale, sustainable education **reform**.

(Fullan, 2002)

# AGENTS OF CHANGE

- Overseas experts and consultants
- National educational experts
- The government and educational authorities
- Teachers

# TEACHER LEADERSHIP AND TEACHER VOICE

- In a process of government-driven reform the **voice of teachers** and principals would be **hardly heard**.

(Park and Jeong, 2013)

- Lessening teacher **leadership** leads to silencing teacher **voice**

(Duignan, 2012, p.125).



# TEACHERS AS LEADERS

- Every teacher is a change agent.

(Fullan, 2001)

- Teachers are leaders, leaders are teachers.

(Sahlberg, 2015)

- Successful and sustainable improvement not *to* or even *for* teachers but *by* and *with* them.

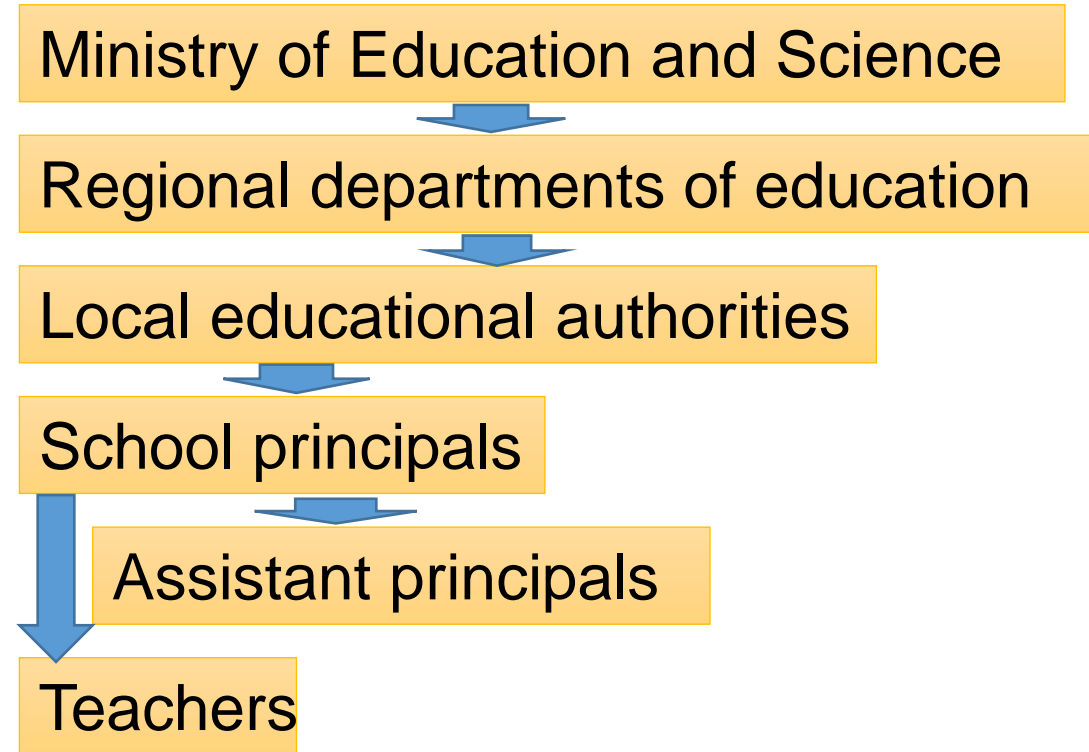
(Hargreaves and Fullan, 2012)

# TEACHERS AS LEADERS

People in Kazakhstan want to hear the order: “Do that!”

(Yakavets et al., 2015)

# Hierarchy in education



# Hierarchical system of *multi-layered blended learning approach*.

## Level One: Advanced

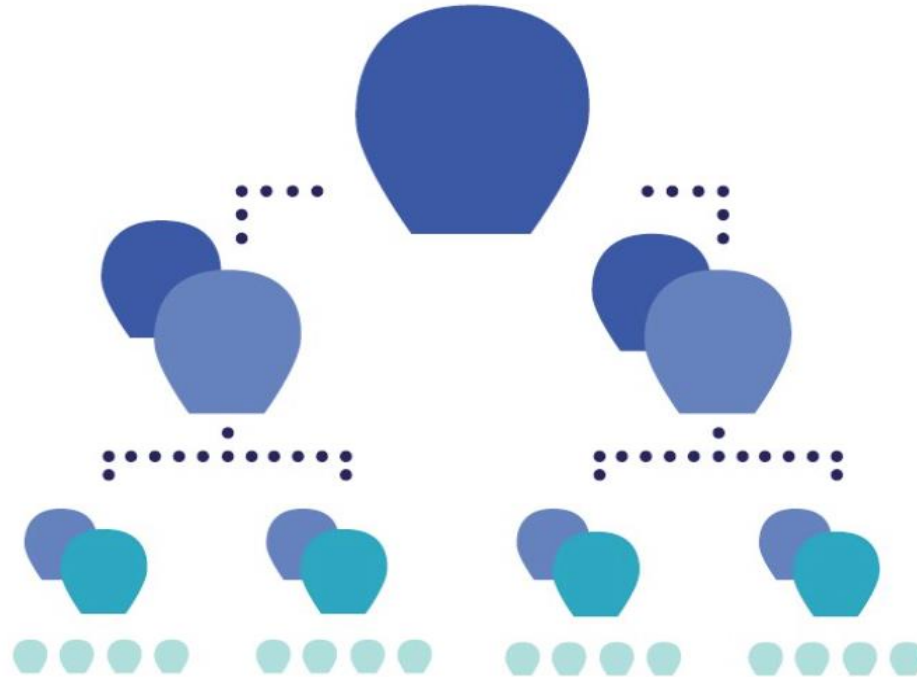
Set up a development programme within a school. Mentor one or two colleagues to help them to introduce a coaching programme to support the development of new approaches to learning and teaching. Monitor and sustain development and evaluate impact.

## Level Two: Intermediate

Under the guidance of a Level One teacher, Level Two teacher coaches will introduce a development programme to support the development of new learning and teaching approaches.

## Level Three: Core

Under the guidance of Level Two teacher coaches, Level Three teachers will introduce new learning and teaching approaches to classrooms. The Level One teacher will monitor the impact of the programme



# PROFESSIONALISM OF TEACHER-LEADERS

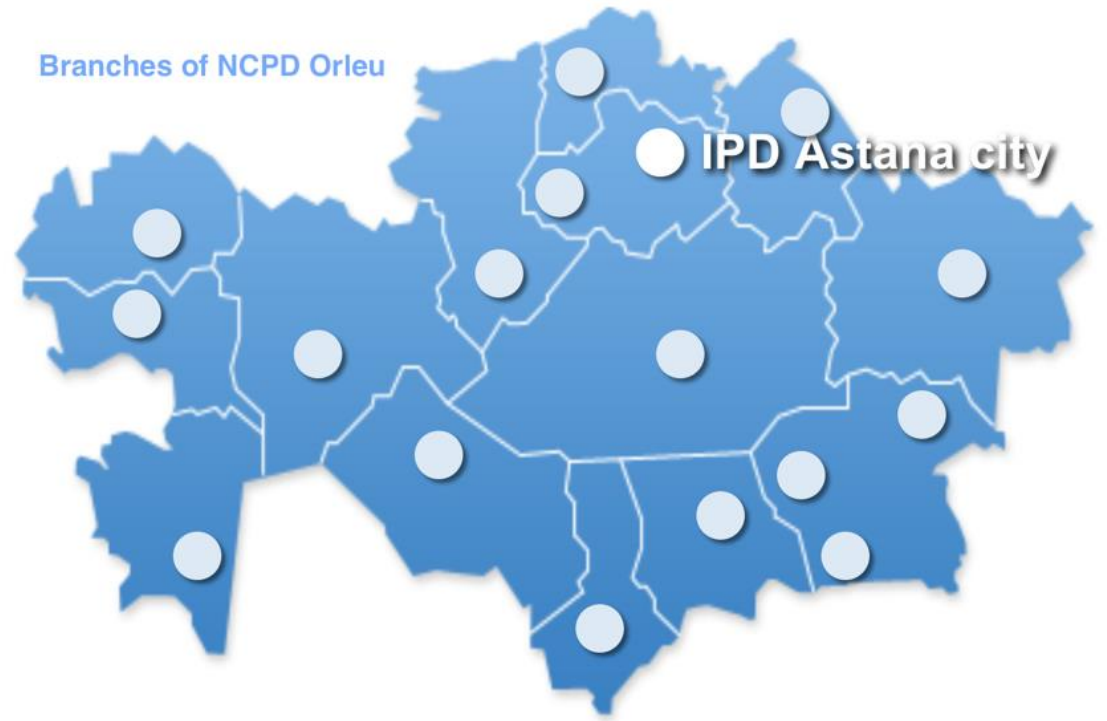
- **Professional** development is a **mandatory requirement** 'in order to secure **policy** implementation'.

(Frost et al., 2000, p.56)

- The quality of **leadership** and capacity building in Kazakhstani schools are significant **factors** for a **reform** implementation.

(Yakavets et al., 2015)

# PROFESSIONALISM OF TEACHER-LEADERS



# Professional communities

Professional learning communities are one of the best mechanisms to enhance professional capacity of teachers

(Stoll and Bolam, 2005, p.52).

# The NIS network

- In-service trainings
- Webinars
- Master-classes
- Seminars and workshops
- Conferences



# Suggestions

- To deal with the short-term, unstable leadership
- To consider all stages and factors of the process of policy borrowing
- To provide the platform for leadership development
- To involve school teachers in a process of policy-design

# CONCLUSION

- Leaders are the key drivers of change and, thus, of policy implementation.
- For effective transfer of successful international practices all agents of reforms in education must work in cooperation.
- The role of school teachers should not be limited to simply implementing of policies.
- The emphasis should be on professional development of school teachers

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# Links to photographs

- <http://www.educationuk.org/global/articles/16-and-under-education-path/>
- <https://strategy2050.kz/en/news/?date=08.2013>
- <http://wallpaperfolder.com/wallpapers/england+city>
- <https://www.youtube.com/watch?v=DmP59HMubRE>